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ABSTRACT

Prepared in response to guidelines established by the Maryland Higher Education Commission, this two-part report presents data on student learning outcomes and minority student achievement at Prince George's Community College (PGCC) in Largo, Maryland. Part 1 focuses primarily on fall 1991 entrants but includes longitudinal data where applicable. It provides information on: (1) course pass rates; (2) grade point averages (GPA's); (3) student retention; (4) student achievement after 4 years; (5) an update on fall 1990 entrants, including attendance and credit hours earned; (6) a review of PGCC's student outcomes typology; (7) transfer volume, destinations, and rates; (8) student performance at transfer institutions; (9) student satisfaction with transfer preparation; (10) graduate employment rates; (11) program impact on career advancement; (12) employer evaluations of PGCC graduates; (13) licensure examination performance; (14) graduates self-reported ratings of general education courses; (15) fall 1991 entrants remedial needs in reading, English, and mathematics, and numbers of students taking remedial courses; (16) student evaluations of teaching; and (17) results of external evaluations. Part 2 reviews minority student enrollment trends from 1987 through 1992, tracing fall-to-spring retention rates by ethnicity for 1990-91 and 1991-92 first-time students; transfer and graduation rates after 4 years for full-time 1987 entrants; minority student achievement projections for 1995; minority enrollment in specific remedial and preparatory programs; and minority student use of retention, support, and vocational services, as well as the tutoring center, writing center, and other special programs. Data tables are included. (PAA)

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Annual Assessment Report

PRINCE GEORGE'S
COMMUNITY COLLEGE

November 1992

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Prince George's Community College

Annual Assessment Report

November 1992

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prepared by

Office of Institutional Research and Analysis

Office of Minority Affairs and Affirmative Action Programs

Prince George's Community College

Largo, Maryland

PRINCE GEORGE'S COMMUNITY COLLEGE

Student Learning Outcomes Assessment Report

Introduction

Since its founding in 1958, Prince George's Community College has monitored and assessed student achievement, and continues to do so today. Faculty evaluate student achievement in the classroom, laboratory, and athletic field. Instructional departments and divisions monitor their courses and programs for effectiveness. The College's Office of Institutional Research and Analysis conducts numerous studies annually examining student achievement, with the results shared with top administration and the College's governing board.

This report summarizes the findings from several ongoing assessment processes. The report format follows guidelines issued by the Maryland Higher Education Commission, and is the second prepared for submission to the Commission. The report reflects the College's commitment to an assessment program that relates to the campus mission, provides public accountability, leads to institutional improvement, and enhances student learning.

Student Retention and Graduation

In recent years, about 55 percent of the students enrolled in credit classes at PGCC have stated their intention to earn an Associate in Arts degree from the College. Other students have shorter-term goals at PGCC, such as preparing for early transfer to a senior institution, improving job skills, or exploring educational or career options. Efforts to assess student achievement must include measures in addition to simple calculations of graduation rates. In this section, several measures of student academic progress are reported.

Course pass rates. Student performance in individual courses constitutes a fundamental learning outcome. Assessment, reflected in the final course grade, is the responsibility of the faculty member teaching the course. Successful course completion is a prerequisite for progress in a curriculum, and a useful indicator in itself. Examination of student outcomes at the course level is especially appropriate at community colleges, where as many as half the students enrolled in credit classes may have no intention of earning an Associate's degree. Course pass rates, representing the percentage of initial enrollees receiving passing grades, provide a ready means of assessing student course success.

Collegewide, 76 percent of the students enrolling in classes in Fall 1991 passed. This equalled the all-time high established in Fall 1990. Fall semesters over the 1977-86 period recorded pass rates of 71 or 72 percent, followed by 73 percent in 1987 and 1988, and 75 percent in 1989. Thus there has been a recent, gradual improvement in student course success as measured by the proportion passing.

Fall Course Pass Rates By Division

	1988	1989	1990	1991
Health Technology	89%	87%	91%	91%
Physical/Health Education	87	88	87	90
Humanities	81	81	83	83
Business Management	77	78	81	82
Computer/Engineering Tech	73	75	75	80
Social Sciences	74	75	74	76
English Studies	72	71	73	71
Science and Mathematics	59	67	67	65

Table 1

Course pass rates vary by subject matter. Students pass at relatively high rates in nursing, allied health, and physical education courses. Students have much more difficulty in science and mathematics classes, where a third do not succeed (see Table 1). Historically, courses requiring mathematics have been the most difficult for PGCC students.

Using variables available on the student information system, the research office has examined course pass rates for different student groups. Black male students under age 21 attending college for the first time have historically had relatively low pass rates. This continued to be the case in Fall 1991, with students in this group passing 56 percent of their classes. Black males in their early twenties, a group also with a history of low pass

Student Subgroups with Low Course Pass Rates, Fall 1989-91

	1989	1990	1991
First-time black males under 21	57%	57%	56%
First-time black females under 21	64	67	65
Continuing black males under 21	63	66	65
First-time white males under 21	70	58	67
Continuing black males 21-25	63	69	70
First-time black males 21-25	59	61	70

Table 2

rates, have shown improvement since 1989 (see Table 2). In contrast, first-time white males under age 21 have had declining pass rates recently.

Grade point averages. Nearly three-fourths of students attending PGCC in the fall have grade point averages of 2.0 or above (see Table 3). Four percent of the students attending in Fall 1991 had zero G.P.A.s, having failed or withdrawn from all credit-bearing classes they attempted. Seven percent had enrolled solely in developmental courses or had audited all credit courses attempted.

Cumulative Grade Point Averages, Fall 1988-91
Percentage Distribution

Grade Point Average	1988	1989	1990	1991
0.00	6%	5%	5%	4%
0.01 - 0.99	3	3	3	3
1.00 - 1.99	15	14	14	13
2.00 - 2.99	35	35	36	36
3.00 - 3.74	24	25	25	25
3.75 - 4.00	11	11	11	12
No credits attempted	7	7	7	7
Total students (100%)	**13,489**	**13,404**	**13,123**	**13,376**

Table 3

In general, the more hours a student has attempted, the higher the cumulative grade point average (see Table 4). Poorer students are unlikely to persist in the long run, and

Mean Cumulative Grade Point Averages, Fall 1988-91
by Total Credits Attempted

Total Credit Hours Attempted	1988	1989	1990	1991
1 - 5	2.36	2.35	2.34	2.48
6 - 14	2.29	2.33	2.37	2.38
15 - 29	2.48	2.50	2.55	2.57
30 - 44	2.63	2.64	2.64	2.68
45 +	2.78	2.78	2.80	2.80
Overall	**2.47**	**2.49**	**2.52**	**2.53**

Table 4

may in fact be dismissed by the College. Overall, the recent trend has been for a gradual improvement in the collegewide mean grade point average.

Student retention. Short-term retention rates, such as term-to-term persistence, are not very helpful in assessing community college student achievement. Indeed, research office studies have found that two-fifths of students who attend more than one term at PGCC interrupt their studies for at least one semester. Thus analyses need to separate "stop-outs" from "drop-outs," and extend the analysis period sufficiently to capture the difference. The two retention curves in Figure 1 are an attempt to graphically demonstrate this difference. The "term attendance" curve plots the percentage of the initial Fall 1984 entering cohort enrolled each term (the graph displays 12 terms, or six years of fall and spring attendance). The "continuing enrollment" curve displays the percentage of the initial cohort attending the given term or a subsequent term within the six-year study period. As can be seen, the latter curve's inclusion of stop-outs results in retention figures for terms 2-6 on average ten percentage points higher than the traditional term attendance curve. Though this method is an improvement over simpler ones that ignore stop-out behavior, it still obscures more than it illuminates. The research office has developed a student outcomes typology that captures much more of the complexity of today's community college student behavior. This new way of assessing community college student outcomes will be discussed in a later section of this report.

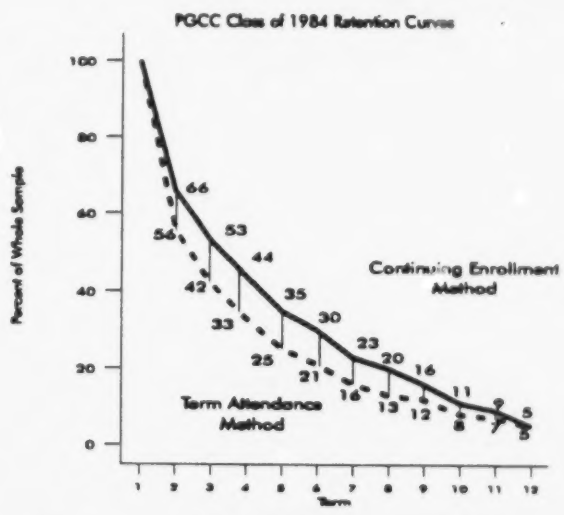

Figure 1

Student achievement after four years. Analysis of enrollment and degree files by staff at the Maryland Higher Education Commission provide another method of assessing the achievements of community college students. These analyses report the graduation, transfer, and continuing community college enrollment of students starting their college careers full-time at Maryland community colleges. Students beginning study as part-time students, a majority at PGCC and most community colleges, are not included

in the MHEC analyses. The analyses report the status of students four years after initial entry to the community college.

Eleven percent of the first-time, full-time entrants in Fall 1987 had earned the A.A. degree from PGCC within four years. The graduation rate for white students was over twice that of black students (see Figure 2).

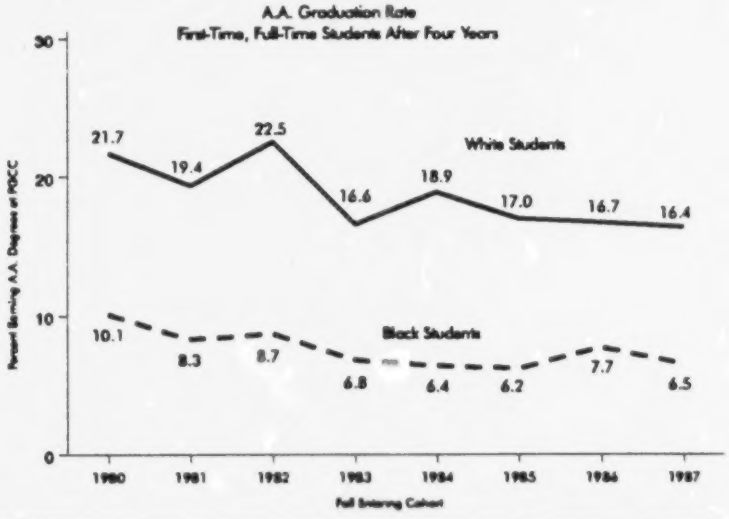

Figure 2

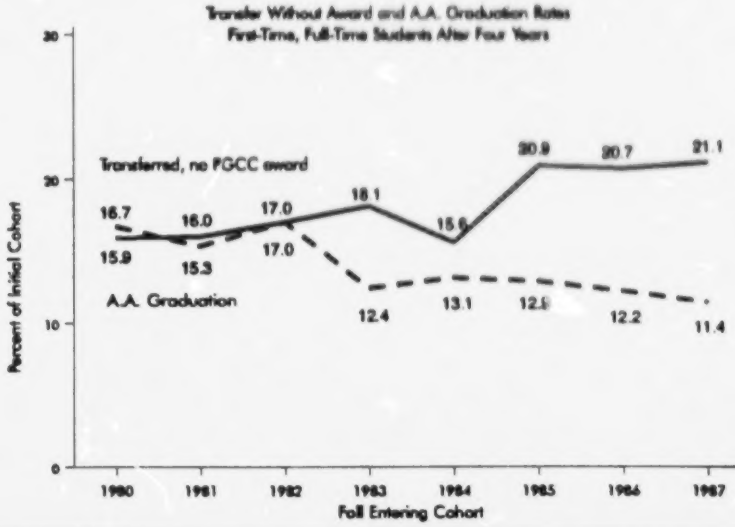

Figure 3

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The percentage of Fall 1987 full-time entrants who had graduated, transferred, or were still enrolled after four years was 45 percent, the same percentage achieved by the Fall 1986 entrants. The recent trend has been declining graduation rates concurrent with increasing rates of transfer without first earning a PGCC award (see Figure 3).

Update on Fall 1990 entrants. As reported in the initial student outcomes report to the Commission, the PGCC research office is tracking the progress of all 2,643 students who first entered the College in Fall 1990. Following a contemporary group of students

Fall 1990 Entrants
Attendance by Term

Term	Students Attending Number	Percent
Fall 1990	2,643	100%
Spring 1991	1,614	61
Summer I 1991	267	10
Summer II 1991	160	6
Fall 1991	1,175	44

Table 5

Fall 1990 Entrants
Cumulative Credits Earned at End of Term

Total Credit Hours Earned	Fall 1990	Spring 1991	Sum I 1991	Sum II 1991	Fall 1991
0	846	669	660	657	592
1 - 5	814	613	603	597	546
6 - 11	667	573	567	560	514
12 - 17	315	357	368	369	318
18 - 23	1	242	228	230	216
24 - 29	0	150	161	164	170
30 or more	0	39	56	66	287
Total	**2,643**	**2,643**	**2,643**	**2,643**	**2,643**

Table 6

provides a rich understanding of both the progress and achievements of today's students and the impact of current institutional policies.

As shown in Table 5, 61 percent of the Fall 1990 entrants returned for classes in Spring 1991. Sessions in Summer I and Summer II attracted 10 and 6 percent, respectively. A total of 1,175 students, or 44 percent of the initial cohort, attended PGCC in Fall 1991.

How much progress were these students making toward a degree at PGCC? One measure is the cumulative credit hours earned by each student. Table 6 shows the distribution of students by their total credits earned at the end of each term. (For example, at the end of Summer II, 369 students from the initial 2,643 in the cohort had earned 12

Fall 1990 Entrants
Cumulative Credits Earned at End of Fall 1991
Students Attending All 3 Major Terms
(Fall 1990 - Spring 1991 - Fall 1991)

Total Credit Hours Earned	Number of Students	Percent of Students
0	43	4%
1 - 5	76	7
6 - 11	153	15
12 - 17	182	18
18 - 23	170	16
24 - 29	131	13
30 or more	275	27
Total	**1,030**	**100%**

Table 7

to 17 credits at PGCC.) At the end of Fall 1991, after three regular terms and two summer sessions, 592 students or 22 percent of the cohort had yet to earn a single academic credit at PGCC. Eleven percent (287 students) had attained sophomore status. Of course, this look at the status of the entire cohort includes students who attended only the initial semester, Fall 1990. It is instructive to look at the progress of students who attended all three major terms (they may have also attended one or both of the summer sessions). A total of 1,030 students, or 39 percent of the cohort, fell into this group. All but 43 of these students had earned at least one credit at PGCC. Over a quarter had attained sophomore status (see Table 7). Forty-two of the 43 who had not earned any credits had been identified as needing remediation. Indeed, 31 needed remediation in all three areas of reading, composition, and mathematics. Remedial coursework does not carry academic credit, so most of these students were enrolled in courses where credit

accumulation was not possible. Those who had attempted credit classes had either failed or withdrawn.

A student outcomes typology. Dissatisfied with the conventional measures of student achievement that fail to capture adequately the motivations, behavior, and accomplishments of community college students, the PGCC research office initiated several studies aimed at producing a better assessment. In particular, the overreliance on simple, short-term graduation rates by most oversight agencies was a concern. The College also desired a deeper understanding of student patterns of attendance and progress than previously available cross-sectional studies permitted. During the summer of 1991, several longitudinal cohort tracking files were developed to facilitate analysis of student careers at PGCC. Highlights from studies of the Fall 1990 entering class are included in several places in this report. The College plans to follow this cohort for a minimum of six years, issuing updates annually on its progress. (An earlier study tracing Fall 1980 entrants for eight years found that most student careers had reached some sort of closure within six years.)

Concurrent with the establishment of tracking systems for following contemporary student cohorts, the research office has developed a community college student outcomes typology, or scheme for classifying student outcomes that is both easy to understand yet comprehensive enough to sufficiently capture the complexity of PGCC student outcomes. The typology is presented in Table 8. The first three categories represent combinations of the traditional measures of community college success: graduation or transfer. Graduate Transfers, as the name implies, have earned a PGCC award and transferred to a four-year college or university. Terminal Graduates have completed their PGCC program but not transferred within the study period. Pass-throughs, or early transfers, have gone on to a senior institution without earning an award from PGCC. The next three categories include students who have ceased attending PGCC without graduating or transferring. Many

Community College Outcomes Typology

- **Graduate Transfers:** Community college award and transfer
- **Terminal Graduates:** Community college award, no transfer
- **Pass-throughs:** Transfer, no community college award
- **Special Motive Students:** Ceased attendance without award or transfer, and at least 3 of the following applied:
  - **did not take placement exams**
  - **did not select a program major**
  - **declared a non-degree goal**
  - **stated enrichment or exploration motive**
- **Unexplained Exiters:** Ceased attendance without award or transfer, cumulative GPA 2.00 or above.
- **Drop-outs:** Ceased attendance without award or transfer, cumulative GPA below 2.00
- **Pipeliners:** Still attending community college

Table 8

analyses would label all of these students as drop-outs, implying failure on the part of the student or the College, or both. The typology defines Drop-outs as degree-seekers discontinuing college study with cumulative grade point averages below 2.0. Those who exit without graduation or transfer but with grade point averages of 2.0 or above are called Unexplained Exiters. They have left in good standing but short of their program goal within the study period; we simply do not know why they have stopped, but it wasn't due to major academic problems. The Special Motive Students represent a category everyone who works at a community college knows exists but few who ask for outcomes data acknowledge. These are students who, by their stated intentions and by their behavior, have indi-

Fall 1984 Entrants After Six Years
Weighted Sample Estimates

Graduate Transfers	5%
Terminal Graduates	8%
Pass-throughs	29%
Special Motive Students	22%
Unexplained Exiters	15%
Drop-outs	18%
Pipeliners	4%

Table 9

cated that they have enrolled for reasons other than graduation or transfer. Finally, there are the Pipeliners, students still attending the community college at the end of the study period, whose ultimate outcomes at the College are unknown.

To get a feel for the proportion of PGCC students falling into each category, the research office analyzed survey data from a study of students entering the College in Fall 1984. Because of the low response rate to the mail survey, a weighting procedure was employed to reduce response bias. Thus, these findings are estimates but should provide a fairly close approximation to the actual outcomes for this cohort of students six years after entry. The results are shown in Table 9. Several observations can be made.

First, the primacy of transfer as an outcome is apparent – many more students transfer than graduate and most who transfer do so without completing their PGCC program. Thus, mandates to disclose community college graduation rates that do not also include transfer rates are clearly misleading, even in terms of these conventional measures of success. Second, Special Motive Students account for a fifth of all credit students, a substantial proportion that should be acknowledged in calculations of success rates. Finally, we have an estimate on the magnitude of Drop-outs, about one in five. This pilot study suggests that the typology, in conjunction with the longitudinal tracking files, should provide the College with a useful framework for analyzing student outcomes.

Transfer Preparation

Half of the credit students attending PGCC say their reason for attending is to prepare for transfer to a four-year college or university. How many students transfer each year? How well do they do at their transfer institutions? Answers to such questions are basic to assessing the achievement of a major mission of the community college.

PGCC Transfers to Maryland Senior Colleges and Universities

	87-88	88-89	89-90	90-91
UMCP	376	427	385	400
UMUC	272	267	274	235
Bowie	98	110	139	129
Towson	70	43	71	65
UMBC	41	39	46	54
Salisbury	26	46	29	37
Frostburg	15	14	23	23
UMAB	8	8	9	16
UMES	13	11	19	13
St. Mary's	12	5	5	6
U. of Baltimore	2	9	7	5
Morgan	11	11	12	4
Coppin	0	0	1	2
Total	**944**	**990**	**1,020**	**989**

Table 10

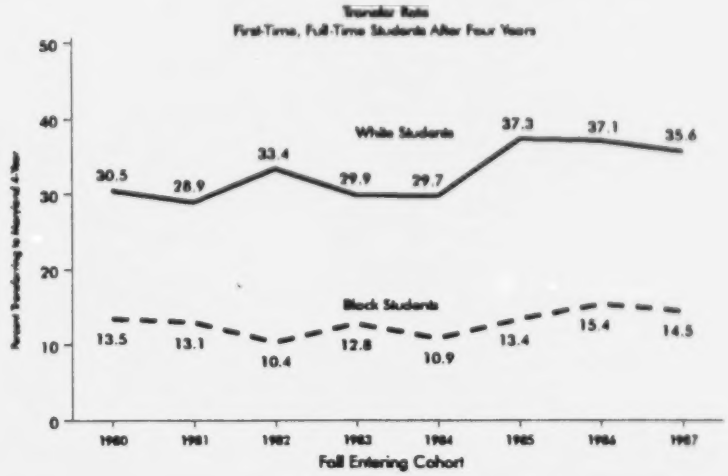

Figure 4

Transfer volume and destinations. Using fall enrollment files, MHEC staff can identify student migration patterns among Maryland public institutions. According to this method, approximately one thousand PGCC students transfer to a senior institution in Maryland each year. The most popular destination of PGCC students who transfer is the University of Maryland at College Park. Four hundred students who attended PGCC in Fall 1990 were enrolled at College Park in Fall 1991. University College and Bowie State University, two other campuses of the University System located in Prince George's County, were the next most popular destinations (see Table 10). Together, the top three destinations enrolled over three-fourths of all PGCC students transferring to a four-year Maryland public college or university.

Transfer rates. What proportion of PGCC's students transfer to senior institutions? Using state reporting files, MHEC staff have calculated in-state transfer rates for full-time students four years after community college entry. For students entering PGCC as full-timers in Fall 1987, the most recent cohort for which transfer rates are available, the overall in-state transfer rate was 27 percent. White students have transferred at rates nearly 2.5 times that of black students (see Figure 4).

Research office studies have found that transfer rates vary by student goals, curriculum choices, and degree completion. An analysis of survey data from a study of 1984 entrants, for example, found that students completing at least 12 hours at PGCC who had declared a transfer goal had a transfer rate of 65 percent four years after entry. Fifty-three percent of students enrolled in transfer programs had transferred. Seventy-three percent of those who

PGCC Transfers to University of Maryland System Campuses in 1990
Retention and Percent with at Least 2.0 Grade Point Average as of the End of Spring 1991

	Matriculated During 1990	Enrolled Spring 1991	Retained Spring 1991	Percent GPA 2.0+
UM-University College	284	163	57%	88%
UM-College Park	246	204	83	94
Bowie State	93	74	80	85
UM-Baltimore County	35	27	77	67
Salisbury State	25	20	80	65
Towson State	12	12	100	75
Frostburg State	12	9	75	56
UM-Eastern Shore	7	7	100	71
U. of Baltimore	6	3	50	100
Total	**720**	**519**	**72%**	**87%**

Table 11

graduated from a transfer program had transferred. Students entering PGCC with a transfer goal and graduating from a transfer program achieved a 77 percent transfer rate.

Student performance at transfer institutions. For students transferring in a given year, the University of Maryland System reports how many were still enrolled the following spring and a grouped frequency distribution of their cumulative grade point averages as of the end of the spring term. Retention rates in 1990-91 ranged from 50 to 100 percent, depending on campus (see Table 11). Eighty-three percent of the PGCC students transferring to College Park in 1990 were still enrolled in Spring 1991. Retention of PGCC transfers at University College, primarily serving evening, part-time students, was 57 percent. Nearly nine of ten PGCC transfers at University campuses in Spring 1991 had grade point averages of 2.0 or higher.

Implementation of the new MHEC Transfer Student System will provide transfer student performance data at the individual student record level, permitting much more detailed and useful analysis. In particular, the College will be able to assess student performance at senior institutions in the context of their enrollment and performance at PGCC. The College anticipates being able to include some analyses based on the new data in next year's report to the Commission.

Student satisfaction with transfer preparation. Although most students who transfer do so without completing their community college program, the opinions of PGCC graduates who transfer provide valuable feedback since they reflect the experiences of those who have completed the entire PGCC curriculum. Four out of five respondents to graduate surveys who have transferred rate their PGCC preparation for transfer as very good or good. Four percent rate their preparation as poor or very poor, with the balance giving a fair rating (see Table 12). These response patterns have been relatively stable in recent years.

Graduates' Ratings of PGCC Preparation for Transfer
Percent of Survey Respondents

	1988	1989	1990	1991
Very Good	42%	36%	32%	35%
Good	38	46	51	44
Fair	16	15	13	17
Poor	3	3	2	2
Very Poor	1	1	2	2
Total Respondents (100%)	**167**	**183**	**188**	**176**

Table 12

Employment Status of PGCC Graduates, FY88-91
Surveys Conducted One Year After Graduation

	1988	1989	1990	1991
Employed full-time	71%	76%	71%	72%
Employed part-time	18	13	15	15
Unemployed, not seeking a job	6	7	10	7
Unemployed and seeking a job	5	4	4	7
Total Respondents (100%)	**402**	**427**	**386**	**395**

Table 13

Related Employment Rates of Career Program Graduates
by Selected Program Areas

	FY89	FY90	FY91
Allied Health	100%	83%	100%
	(17)	(12)	(21)
Nursing	94%	97%	98%
	(35)	(33)	(47)
Electronics/Comp. Service	60%	67%	73%
	(10)	(9)	(11)
Computer/Info.Systems	56%	72%	61%
	(36)	(32)	(28)
Accounting	65%	79%	56%
	(20)	(24)	(18)
Business Management	47%	74%	55%
	(75)	(73)	(67)
Criminal Justice	69%	43%	55%
	(16)	(7)	(11)
Early Childhood Ed.	86%	50%	50%
	(7)	(4)	(10)
Paralegal	53%	50%	46%
	(30)	(30)	(35)
Marketing Management	50%	57%	40%
	(10)	(14)	(5)

Table 14

Employment Preparation

A quarter of the College's credit students enroll to prepare for entry into a new career or to update skills for a job currently held. Students with job-related goals are more likely than other students to complete their PGCC programs. How successful are these graduates in finding employment related to their community college curricula? Does completing a PGCC program help them advance in their careers?

Graduate employment. Two-thirds of the FY91 graduates of career programs who responded to the annual graduate follow-up survey were employed in jobs related to their PGCC program within a year of graduation. This was down from the 72 percent of the FY90 career program graduates. The unemployment rate (percent unemployed and seeking work) for all respondents, including transfer program completers, was 7 percent – the highest recorded in 14 years (see Table 13).

As found in prior surveys, graduates of health technology programs had the most success finding related jobs. All of the allied health program graduates, and 98 percent of the Nursing graduates, were working in jobs related to their PGCC programs when surveyed. The recession appeared to have had the greatest impact on graduates of business programs. Fiscal year 1991 graduates of Accounting and Business Management had substantially lower related-employment rates than those of graduates from a year before (see Table 14). Marketing Management, Paralegal, Early Childhood Education, and Criminal Justice graduates continued to have relatively low related-employment rates.

PGCC Program Impact on Graduates' Employment
(Employed Graduates, FY91)

Extent to which Completing Program Helped Graduate...

	Get Current Job	Qualify for Promotion	Improve Job Skills	Prepare for Future Career
5 - A Great Deal	31%	22%	29%	40%
4	10%	15%	26%	23%
3 - Fair Amount	11%	19%	26%	16%
2	4%	9%	5%	10%
1 - Not at All	44%	35%	14%	11%
Substantial (4,5)	41%	37%	55%	63%
Some Help (3,4,5)	52%	56%	81%	79%
Scale Mean	2.80	2.79	3.51	3.70
Total Respondents (100%)	**323**	**311**	**317**	**322**

Table 15

Program impact on career advancement. Graduates were asked the extent to which completion of their PGCC program helped them get their current job, qualify for a promotion, improve job skills, and prepare for a future career. Majorities reported that their community college experience helped them at least a fair amount in all four areas (see Table 15). Two-fifths reported that program completion had substantially assisted them in obtaining their current position. Most agreed that their program had improved their job skills and substantially helped them prepare for a future career.

Employer evaluations of PGCC graduates. Biennial surveys of employers of PGCC graduates have been conducted by the research office since the mid-1970s. Findings from the latest survey, of employers of 1990 graduates, were reported in last year's report to the Commission. Consistent with earlier surveys, nine out of ten employers rated the graduates' overall job preparation good or very good. Ratings on specific job attributes, such as communication skills or ability to solve job-related problems, have also been consistently high.

Pass Rates of PGCC Graduates on Certification Exams
First-time Candidates

	1988	1989	1990	1991
Medical Records	50% (6)	88% (8)	75% (8)	44% (9)
Nuclear Medicine	100% (6)	100% (4)	80% (5)	80% (10)
Nursing	78% (74)	77% (68)	83% (72)	89% (74)
Radiography	70% (10)	100% (10)	88% (8)	73% (15)
Respiratory Therapy	100% (6)	78% (9)	100% (7)	100% (4)

Table 16

Licensure examination performance. Graduates of PGCC's Health Technology programs typically sit for licensure and certification examinations within a few months of graduation. The conventional measure used for program evaluation is the pass rate of first-time examinees on the entry level examination. Graduates of the College's programs in respiratory therapy and nuclear medicine have generally done very well on their respective examinations; in some years, all PGCC graduates tested have passed. Radiography graduates also do well, although the proportion passing fell below three-fourths in 1991 (see Table 16).

The College has been concerned about the performance of its nursing graduates on the NCLEX-RN examination; as a group they have typically achieved pass rates below the Maryland average. Recent efforts, including new teaching techniques and student support

services, may be having a positive effect: the pass rate on the NCLEX-RN in 1991 was 89 percent. This was the highest rate attained by first-time PGCC graduates since 1984.

The certification exam pass rate of graduates of the College's program in medical records fell below 50 percent in 1991. Only four of the nine PGCC Medical Records graduates passed the exam. Three years earlier, in 1988, only half of the six examinees passed.

General Education

Prince George's Community College believes all degree-seeking students should be able to communicate effectively, think critically, understand and interpret numerical data, understand the scientific method, appreciate cultural diversity, and value the fine and performing arts. The College attempts to ensure that all students meet these general education goals through its general education distribution requirements. In lieu of elaborate and expensive evaluation procedures such as testing, portfolio assessment, or personal interviews, the College relies on the individual assessments of its graduates as to the level of achievement of its general education mission. Graduates are asked in the annual follow-up survey to rate the extent to which attendance at PGCC helped them

Achievement of General Education Objectives
Graduates' Self-reported Ratings, Five-Point Scale

	FY88 (N = 388)	FY89 (N = 412)	FY90 (N = 376)	FY91 (N = 395)
Enjoyment of learning	3.90	3.94	3.97	3.93
Self confidence	3.94	3.85	3.87	3.93
Goal clarification	3.90	3.77	3.87	3.76
Writing improvement	3.59	3.46	3.52	3.51
Reading comprehension	3.26	3.31	3.28	3.45
Science understanding	3.23	3.19	3.24	3.37
Mathematics improvement	3.13	3.15	3.24	3.20
Attentiveness to news	3.11	3.18	3.04	3.18
Knowledge of other cultures	2.87	3.09	2.92	3.07
Appreciation of fine arts	2.59	2.74	2.64	2.82

Table 17

achieve ten goals of the general education program. The response pattern has been consistent over the five years the question has been asked. Graduates report that their experiences at PGCC increased their enjoyment of learning, enhanced their self confidence, and clarified their educational or career goals. Graduates have also given above-average ratings to the College's influence on their abilities in writing, reading comprehension, and understanding science. The College has been less successful in imparting knowledge of other cultures and appreciation of the fine arts (see Table 17).

Remedial Education

A majority of students entering the College in recent years has needed remediation in at least one area – reading, composition, or mathematics – before attempting credit courses. By necessity, given its open admissions policy, providing remedial education and supporting services have become major activities at the community college. The need to complete

Remediation Needs of Fall 1991 Entrants Tested in All 3 CGP Areas

	Number	Percent
Tested in all 3 areas	1,923	100%
No remediation needed	652	34%
Remediation needed	1,271	66%
In one area	366	19%
In two areas	398	21%
In three areas	507	26%

Table 18

remediation slows progress toward a degree for those affected. Any evaluation of student achievement at the community college must include an analysis of remedial coursetaking.

Nearly two-thirds of the Fall 1991 entrants who completed placement testing in all three areas of reading, composition, and mathematics needed remediation in at least one area (see Table 18). Over a quarter of those tested needed developmental coursework in all three areas.

The College does not have a collegewide policy requiring students to complete remediation before enrolling in credit classes. Instead, departments may establish individual course prerequisites based on placement test scores or completion of developmental coursework. To meet a specific course prerequisite, students may take only part of the placement test rather than the whole examination. Students are placed in different levels of developmental courses based on their test scores and individual counseling, and may make progress during a semester without completing all of the remediation necessary to meet credit course prerequisites. Students with severe learning deficits may take developmental courses in an area for two or more semesters before they are prepared for credit classes.

As part of the longitudinal study of Fall 1990 entrants to the College, the research office has separately tracked the progress of students identified as needing remediation. In the first report to the Commission, the status of these students at the end of Spring 1991 or two semesters was reported. In this section, their status as of the end of Fall 1991 will

be analyzed. Developmental course enrollment and completion of remediation are reported for each area. Completion of remediation is defined as earning a developmental course grade satisfying the prerequisite of common introductory courses meeting the College's general education requirements in each area. (For reading, the division-wide Social Sciences requirement of a P2 in DVR005 or successful completion of DVR006 was used.) Five terms have passed since these students entered PGCC: Fall 1990, Spring 1991, Summer I 1991, Summer II 1991, and Fall 1991.

Remedial Reading Needs, Coursetaking, and Completion
Fall 1990 Entrants as of End of Fall 1991

	Number of Students	Percent of Students
Number assessed	2,200	
Needed remediation	872	100%
Enrolled in remedial course(s)	531	61%
Took one course	393	
Took two courses	110	
Took three courses	28	
Completed remediation	279	32%
Completed in Fall 90	204	
Completed in Spring 91	41	
Completed in Summer 91	4	
Completed in Fall 91	30	

Table 19

A total of 2,200 Fall 1990 entrants took the reading placement test. Two-fifths, or 872 students, received scores indicating their reading skills were not adequate for college-level work. As of the end of Fall 1991, 531 students or 61 percent of those identified as needing remediation had enrolled in at least one developmental reading course. Only 279, or 32 percent of the total needing remediation, had completed their developmental reading coursework and were ready for credit classes (see Table 19). Two-thirds of those needing reading remediation had not made up the deficit. Despite five opportunities – Fall 1990, Spring 1991, two summer sessions, and Fall 1991 – 341 students identified as needing remediation had yet to enroll in a developmental reading class.

Nearly 38 percent of the 2,207 students entering in Fall 1990 who were tested in English composition received scores indicating a need for developmental English. At the end of Fall 1991, two-thirds (566 of the 832) had enrolled in at least one developmental English class. A fourth of the students needing remediation had completed it and were ready for the introductory credit English course. (See Table 20.) After five terms, nearly a third of those identified as needing remedial English had not attempted to correct the deficiency, and three-fourths were still in need of developmental English coursework.

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Remedial English Needs, Coursetaking, and Completion
Fall 1990 Entrants as of End of Fall 1991

	Number of Students	Percent of Students
Number assessed	2,207	
Needed remediation	832	100%
Enrolled in remedial course(s)	566	68%
Took one course	327	
Took two courses	175	
Took three courses	62	
Took four courses	2	
Completed remediation	205	25%
Completed in Fall 90	81	
Completed in Spring 91	99	
Completed in Summer 91	5	
Completed in Fall 91	20	

Table 20

Forty-one percent of the 2,257 Fall 1990 entrants who took the mathematics placement test earned scores indicating a need for developmental mathematics coursework. The learning deficit was quite severe for some students. A fourth of the students were placed in a basic arithmetic course; overall, three-fourths were placed in courses in which successful completion prepared them for another developmental course – a minimum of two semesters of remediation was needed before they could qualify for credit classes.

Remedial Mathematics Needs, Coursetaking, and Completion
Fall 1990 Entrants as of End of Fall 1991

	Number of Students	Percent of Students
Number assessed	2,257	
Needed remediation	933	100%
Enrolled in remedial course(s)	604	65%
Took one course	300	
Took two courses	186	
Took three courses	112	
Took four courses	6	
Completed remediation	73	8%
Completed in Fall 90	15	
Completed in Spring 91	31	
Completed in Summer 91	3	
Completed in Fall 91	24	

Table 21

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As of the end of Fall 1991, 65 percent (604 of 933) of the students identified as needing mathematics remediation had enrolled in at least one developmental mathematics course. However, only 73 students – eight percent of the total identified – had completed their developmental mathematics course sequence and were ready for the introductory credit course (see Table 21). After three major terms and two summer sessions, 92 percent of the students identified in Fall 1990 as needing mathematics remediation had yet to make up the deficit.

Student Evaluation of Teaching

Student evaluation of teaching is a key component of the College's Faculty Professional Growth and Development Plan. Full-time faculty are evaluated by a full-scale evaluation procedure every year for the first five years. Tenured faculty and faculty on annual contracts who have served five years are evaluated every three years of service unless a special evaluation is requested. Faculty who exceeded established threshold scores on their previous evaluation may opt for a shorter, more focused package for their periodic evaluation. In 1991-92, student evaluations were conducted for 385 teaching faculty. The mean response across all items was 4.3 on a five-point scale. Sixty-three teachers, or 16 percent of those evaluated, received average student evaluation scores below 4.0. Full-time faculty scoring in this group must, because of their student evaluations, undergo the full-scale evaluation process the next time. Specific student complaints or below-par ratings on certain evaluation items may trigger a conference with instructional administrators which may lead to various faculty remediation activities. The College is committed to supporting its faculty in their teaching mission. An example is the Faculty Mentor Program, providing teachers with confidential counseling and assistance from designated master teachers to improve their classroom instruction.

External Evaluation

Six instructional programs at the College are individually accredited: Electronics Engineering Technology, Nursing, and four allied health programs. The latter programs are accredited by the Committee on Allied Health Education and Accreditation (CAHEA) of the American Medical Association. The Radiography and Medical Records accreditations are through 1993, Respiratory Therapy is accredited through 1994, and Nuclear Medicine is accredited through 1996. The Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET) accreditation of the Electronics Engineering Technology program runs through 1993. An interim report to TAC/ABET was submitted by the College in January 1992, and it is anticipated that accreditation will be extended through 1996. The College is also pursuing certification by the Federal Aviation Administration for the Electronics Engineering Technology program. The FAA conducted a very positive site visit in spring 1992, and the College anticipates FAA certification later this year.

The Nursing program hosted a site visit during the spring of 1992. Subsequent to the visit, the program was awarded continuing reaccreditation until the year 2000 by the National League of Nursing.

Selected Institutional Research Bibliography

For readability and brevity, many details, including discussions of methodologies and sources, have been omitted from the above summaries of student outcomes data. The Office of Institutional Research and Analysis at Prince George's Community College has published 70 reports over the past eight years concerning various aspects of student performance at the College. These reports are available from the research office for those desiring more information than provided in this summary report. Selected titles are listed below (by report number) to illustrate the kinds of reports available.

EA92-5 **Course Pass Rates in Fall 1991**
(P. Diehl, March 1992, 22 pages)

BT92-3 **Student Learning Outcomes Assessment Report**
(C. Clagett, November 1991, 22 pages)

EA92-3 **What Happened to the Entering Class of '84?**
(K. Boughan, November 1991, 35 pages)

RB91-9 **Graduate Employment: An Update**
(K. Boughan, May 1991, 27 pages)

EA91-11 **An Analysis of Developmental Students in Fall 1990**
(K. McCoy, April 1991, 23 pages)

RB91-1 **Award Attainers at Maryland Community Colleges**
(K. Boughan, July 1990, 33 pages)

RB90-11 **PGCC Transfers to Maryland Four-year Institutions**
(C. Clagett & R. Huntington, June 1990, 21 pages)

PE90-5 **Nursing Program Students and Academic Outcomes**
(K. Boughan, March 1990, 56 pages)

BT89-2 **Student Outcomes Performance Accountability Report**
(C. Clagett, November 1988, 84 pages)

Summary

As the College completes its second year of Commission-driven student outcomes reporting, some tentative conclusions seem warranted. These relate to both the process and the findings of the current assessment program.

Concerning the process, the major challenge is increasing faculty involvement. The current process has been very effective in engaging top administration and the Board of Trustees in deliberations about student performance. Assessment findings have been

shared widely with faculty, and selected faculty leaders have participated in in-depth briefings in conjunction with service on collegewide assessment committees. Still, to maximize the impact on classroom instruction, the College is exploring additional ways to involve more faculty in formal outcomes assessment. Unfortunately, professional development budget cuts have precluded the support necessary to truly encourage sustained faculty participation.

Construction of longitudinal cohort tracking files has proven to be a wise investment. While establishing these files was a major effort, they have facilitated meaningful analysis of student progress. The updates on the status of the Fall 1990 cohort have been especially effective. In order to evaluate student use of instructional support services, new data collection procedures have been implemented. The data will be available for analysis of the cohort entering the College in Fall 1991, and preliminary results will be shared in next year's report to the Commission.

Dissatisfaction with the over-emphasis on graduation rates has prompted the College to develop alternative assessment measures. The community college outcomes typology is an example of research office efforts that promise to provide information useful to both external audiences and campus policymakers.

In contrast, some of the indicators mandated by the Commission guidelines have been found to be of little value in assessing outcomes or yielding information useful for policy improvements. For example, trends in grade point averages and summaries of student evaluations of teaching have made minimal contributions. Consideration should be given to dropping the required inclusion of these indicators.

The recent, dramatic increase in federal and state mandated reporting has had the unintended and ironic consequence of reducing the resources available for useful institutional research and analysis. Several planned student outcomes studies have been postponed or canceled, and numerous faculty requests for instructional outcomes analysis gone unanswered, because research office staff have been consumed with new Middle States, U.S. Department of Education, and Commission required plans and reports on finances, facilities, outcomes, and other subjects. Since institutional research is almost inevitably a major participant in these tasks, and office resources are constrained if not contracting due to budget cuts, much less effort is available for the focused, in-depth studies that have the greatest potential for positively affecting the teaching-learning experience. While acknowledging economic and legislative realities, it is hoped that mandating agencies will show some flexibility in the specifics of their guidelines, allowing institutions to perform the analyses of most benefit to their individual circumstances.

Turning to the outcomes summarized in this report, a mixed picture emerges. Positive signs include overwhelming majorities of PGCC students expressing satisfaction with the College, strong evidence that program completion aids students in career advancement, successful transfer for most who pursue transfer goals, and improving course success rates. Indeed, despite evidence that the academic preparedness of incoming students is increasingly poor, course pass rates have been increasing recently.

Areas of concern include the poor abilities of entering students, the extent of remediation thus needed, and the impact that this has on eventual success as measured by the traditional indicators of graduation and transfer. The educational deficit is especially severe in mathematics. While it is not unreasonable to argue that underprepared students may benefit from even limited attendance at the College – helping people learn to read, write, or compute more effectively are valuable achievements even if they don't lead to eventual graduation – increasing the rate of program completion remains a goal. However, in keeping with their mission, community colleges are accessible educational resources which facilitate stop-in, stop-out behavior through easy admissions and registrations procedures and promotion of short-term educational purposes. The finding that over a fifth of the College's credit students do not have graduation or transfer goals, as evidenced by their behavior as well as stated intentions, reinforces this conclusion.

While attempting to summarize such a wide compilation of assessment findings is problematic, it appears that the student learning outcomes at Prince George's Community College are reasonable, given the College's open admissions policy and the populations being served.

Minority Achievement Report

Introduction

One of the planning initiatives adopted by the Maryland Higher Education Commission targets the improvement of minority student achievement. This has been a goal of Prince George's Community College as well. The College has monitored minority student achievement regularly for over a decade, and has several programs in place – including some nationally recognized ones – to assist minority students in their endeavors at the College.

Enrollment

The College expects its enrollment to reflect the racial/ethnic composition of Prince George's County. The County has experienced rapid demographic change; its black population is four times as large as it was 20 years ago. Today, black residents constitute a majority in the County. College enrollment has mirrored County population during this period of change. Black students account for 55 percent of the College's credit enrollment. Minority enrollment has increased 38 percent since 1987. Enrollment of white students declined 28 percent during this time:

Credit Headcount, by Race/Ethnicity, Fall 1987-92

Fall	Asian	Black	Hispanic	Nat. Am.	White	Total
1992	758	7,376	313	76	4,795	13,318
1991	707	6,957	296	67	5,280	13,307
1990	668	6,337	304	58	5,720	13,087
1989	640	6,241	310	56	6,134	13,381
1988	585	5,991	284	50	6,533	13,443
1987	522	5,385	223	58	6,694	12,882

Table 22

The College is proud of its record of serving all groups that collectively comprise its large and diverse service area.

In addition to monitoring overall enrollment, the College is also tracking minority enrollment in engineering. In Fall 1992, 43 percent of the College's engineering students

were black, the highest proportion ever. Recent trends in engineering majors document this increase:

Black Students Majoring in Engineering, Fall 1988-92

Fall	Total Engineering Students	Black Students Number	Black Students Percent
1992	302	131	43%
1991	327	130	40
1990	313	114	36
1989	326	120	37
1988	319	103	32

Table 23

The College will continue to encourage minority enrollment in this field.

Retention and Graduation

Studies at PGCC have found that about a fourth of the students entering college for the first time in the fall attend only that one semester. Many other students have interrupted patterns of attendance. Community college students may have a goal of taking only a course or two, or may move over the County line and (due to tuition differentials) re-enroll at a neighboring community college. The common adult student, juggling job and family responsibilities, may have to sit out a semester due to financial or time constraints. These circumstances must be kept in mind when interpreting traditional measures of retention and graduation.

Fall - to - Spring Retention Rates, First-time Students

	Fall 1990 - Spring 1991			Fall 1991 - Spring 1992		
	Entered Fall 90	Returned Spring 91	Percent	Entered Fall 91	Returned Spring 92	Percent
Total	2,643	1,622	61%	2,543	1,514	60%
Asian	153	113	74%	160	124	78%
Black	1,375	805	59	1,462	829	57
Hispanic	76	40	53	70	39	56
Nat. Amer.	13	8	62	20	12	60
White	1,026	656	64	831	510	61

Table 24

Because many students have short-term goals, and because the transition to the second semester is a period of high attrition, PGCC regularly monitors the fall-to-spring retention of new students.

As can be seen, the proportion of new students continuing the following spring declined last year. This was true for white as well as black students.

To assist institutions with assessment of minority student achievement, the Maryland Higher Education Commission provides a report generated from state reporting systems showing the status of students in each racial/ethnic group four years after entering the community college in a given fall semester as first-time, full-time students. The number and percentage of students earning certificates and Associate degrees, and/or transferring to a four-year college or university in Maryland, are reported.

The most recent group of students for which these data were available was students entering PGCC as first-time, full-time students in fall 1987. As of 1991, 27 percent had transferred to a four-year institution. Eleven percent had earned an A.A. degree from PGCC. The rates of transfer and graduation varied by racial/ethnic group:

Transfer and Graduation Rates of Full-time 1987 Entrants Four Years After Entry to PGCC

	Total In Cohort	Percent Transferred	Percent Graduated
Asian	64	42%	6%
Black	550	15	7
Hispanic	31	36	3
White	696	36	16

Table 25

The transfer and graduation rates of black and white students were all down slightly from the 1986 cohort (see graphs presented earlier in Part I). Overall, the long term trend has been declining graduation rates concurrent with increasing rates of transfer without first earning a PGCC award.

Projections for 1995

As has historically been true, the College expects its enrollment to reflect the population of its service area, and anticipates its 1995 enrollment will mirror Prince George's County. Progress toward the goals in student achievement may be more difficult to realize, largely because of the declining abilities of entering students. As noted above, fall-to-spring retention rates were down last year. White student retention fell

from 64 to 61 percent. Since the College's stated goal is to have black student achievement equal that of white students, the revised "projection" for 1995 is for black students to attain a 61 percent fall-to-spring retention rate. Blacks had a 57 percent retention rate in 1991-92.

Transfer and graduation rates have also declined. The College will maintain its goals for black students of a 32 percent transfer rate and a 17 percent graduation rate, for first-time full-time students four years after PGCC entry. While acquiescing in MHEC's chosen terminology, these "projections" are really aspirational targets.

Institutional Activities

Listed below are some of the activities the College has implemented to help improve minority achievement. The activities have been organized under headings of activities designed to improve (1) minority enrollment; and (2) minority retention and graduation.

Minority Enrollment

Special Testing and Advisement

Number of participants annually: 900

A joint effort of the Prince George's County Public School system and the College's Admissions Office, the program permits the College to inform high school juniors and seniors of its programs, services and placement testing requirement. The schools permit students to sign-up in their schools for a testing date on the College's campus. Following the test, the College's counseling staff visits each school to provide an orientation session for all tested students. Each tested student also gets an individual advisement session with a counselor/advisor.

Bridge to Success

Number of participants annually: 80

The Bridge to Success program recruits disadvantaged and disabled vocational high school students and provides transitional services to improve their retention at the community college. The program includes workshops on postsecondary educational opportunities, assistance in completing admission and financial aid applications, college placement testing and advisement at the high school, campus visit, special academic advisor at the College, and instructional support services.

Science and You (SAY)

Number of participants annually: 30

Science and You (SAY) is a joint PGCC University of Maryland College Park (UMCP) program that addresses the need for increasing the pool of women scientists and engineers. It is an innovative model that

recruits women who have not considered science or engineering careers due to a lack of motivation, self-confidence, or appropriate academic preparedness.

BIO 100/CHM 100 - An Introduction to Scientific Thinking and Theory

Number of participants annually: 170

BIO 100/CHM 100 is a three credit course meant to prepare students for first year college level science study. It is structured in the Learning Cycle format, an instructional sequence that has been demonstrated through numerous studies at all school levels to enhance the reasoning ability of students.

Minority Retention and Graduation

Minority Student Retention

Number of participants annually: 300

The Minority Student Retention Program (MSRP) is aimed at providing appropriate support services and other incentives to enable "at risk" minority students to successfully complete their educational and career goals at the College. Among the major support and retention activities provided in the program are: workshops focusing on college survival skills; peer tutorial services; mentoring; social and cultural activities promoting retention efforts; career assessment and planning; and personal adjustment counseling.

Student Support Services

Number of participants annually: 200

The Student Support Services program provides low-income, first-generation college students, and students with learning and physical disabilities with intensive educational, career and personal support services. Services include needs assessment, academic, personal, and financial aid counseling, tutorial support, progress monitoring, and coordination of services with other on and off-campus providers. The program is designed to improve the retention and graduation rates of eligible participants.

SPAN

Number of participants annually: 20

This transition program for students who received special education services in high school is in a pilot stage. The objectives are to increase participation and retention of students with disabilities in postsecondary education and to facilitate the transfer of information about the student's needs.

Vocational Support Services

Number of participants annually: 2,100

The Vocational Support Services program provides instructional support services, guidance and counseling to vocational education students. Students are provided assistance through individual and group sessions, as well as workshops, formal supplemental instruction, and classroom presentations. Services include tutoring and writing assistance, study skills, test taking skills, educational, personal and career counseling, and additional resource materials for student use. This program also provides accommodations and adaptive equipment for students with disabilities.

Tutoring Center

Number of participants annually: 1,363

The Tutoring Center provides free supplemental learning assistance to students enrolled in courses in high-risk subject areas. The primary form of assistance is one-on-one tutoring by faculty and staff tutors. Assistance in content areas is also available in the form of small group tutoring, computer-assisted instruction, and a televised tutoring program.

Writing Center

Number of participants annually: 720

The Writing Center offers free one-on-one assistance by trained faculty tutors to any student with a writing assignment in any course. In addition, the Center provides group activities to support successful student writing, such as customized in-class workshops, small-group sessions in the Writing Center, and specific topic workshops including "Organizing the Research Paper", "Using Sources" and "Writing College Papers."

Bibliographic Instruction for EFL Students

Number of participants annually: 450

A program implemented for EFL students involving library instructional faculty. The program includes progressive skills-building modules of lectures and hands-on orientation/tours tailored and reworked to suit each class group and course level.

Nursing Supplemental Instruction

Number of participants annually: 300

The Nursing Supplemental Instruction program offers weekly group sessions for each of the four core nursing courses. A team of Biology faculty, Nursing faculty, and a Learning Specialist conduct the sessions which include a review of anatomy and physiology with nursing applications and study skills assistance.

Summary

Prince George's Community College is proud of its record in serving all residents of Prince George's County. An extensive set of instructional support services is in place to assist students in their academic endeavors. To the extent possible given resource constraints, the College will continue to offer and expand such services to meet the needs of its diverse student population.